DOCUMENT RESUME

ED 285 453 HE 020 543

TITLE	ACT COMP Test Data, Fall 1986. Eastern New Mexico University. AAHE Assessment Forum Paper.
INSTITUTION	Eastern New Mexico Univ., Portales.
REPORT NO	IR-OPA-R-241
PUB DATE	Feb 87
NOTE	40p.; Paper collected as part of the American Association for Higher Education Assessment Forum. For related documents, see HE 020 540 and HE 020 542.
PUB TYPE	Statistical Data (110) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Aesthetic Values; Art Appreciation; *Cognitive Development; *College Students; Communication Skills; Educational Assessment; Educational Testing; *General Education; Higher Education; *Knowledge Level; National Norms; *Outcomes of Education; Problem Solving; Scientific Literacy; Social Cognition; Undergraduate Study; Values Clarification
IDENTIFIERS	AAHE Assessment Forum; American College Testing Program; *College Outcome Measures Project; *Eastern New Mexico University

ABSTRACT

Results of assessing Eastern New Mexico University students' cognitive outcomes are presented as one component of research being conducted by the Student Impacts and Outcomes Committee. The impact of general education studies on undergraduates' integration and utilization of knowledge is being assessed using the American College Testing Program's College Outcomes Measures Program (ACT COMP) objective test. The test consists of six subtests: functioning in social institutions, using science and technology, using the arts, communicating, solving problems, and clarifying values. First semester freshmen are required to take this test; 704 students were tested in September 1986. The total ACT COMP score for the average freshman (0-29 cumulative credit hours) was at the 43rd percentile when compared to national norms. Percentiles for ENMU and the national sample are also reported for the six subtests. Charts present ACT COMP subtest results on: university-wide percentile rankings; percentile rankings for the advising center and for four colleges within the university; and comparisons of scores for five ethnic groups. (SW)

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Fall 1986
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IR/OPA REPORT NO.: 241
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--commissioned papers
(focused on implementation and other timely assessment concerns; available through the Forum for a small fee)

--information services
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For further information about ASSESSMENT FORUM activities, contact Patricia Hutchings, Director, AAHE ASSESSMENT FORUM, One Dupont Circle, Suite 600, Washington, DC 20036

Near the beginning of the Spring 1985 semester President Matheny created the Student Impacts and Outcomes Committee. The charge to the committee was three fold: (1) to design and implement a comprehensive student assessment study; (2) to oversee the study to protect its integrity: and (3) based upon the work of the committee, to make policy recommendations to the Vice President for Planning and Analysis. The purpose of this assessment program being the evaluation of the cognitive and non-cognitive impacts Eastern New Mexico University has on its students. Since that time, the Student Impacts and Outcomes Committee has done much work and issued two interim reports the second of which outlines the committee's intended design and methodology for the study.

One component of this project has been the assessment of the impact of the "general education" component of the undergraduate experience. The committee has pursued and evaluated various options as they related to assessing the cognitive impact of "general education" at Eastern. The instrument identified as being the best available was the ACT COMP (College Outcome Measures Program) objective test. This is a two-hour multi-media multiple choice exam that focuses on the integration and utilization of knowledge. The test is divided into six subtests.

1. Functioning in Social Institutions reflects the student's ability to identify those activities and institutions which constitute the social aspects of a culture, understand their impact on individuals and analyze the functions of self and others within social institutions.

2. Using Science and Technology indicates the student's ability to identify scientific/technological aspects of a culture, understand their impact on individuals and analyze the consequences of using technological products for self and the culture.

3. Using the Arts reflects the student's ability to identify those activities and products which constitute the artistic aspects of a culture, understand the impact that art in its various forms has on individuals and analyze the use of works of art by self and others.

4. Communicating measures the student's ability to send and receive information (including mathematical calculations) in a variety of modes for a variety of purposes.

5. Solving Problems reflects the student's ability to define a variety of problems, select approaches to solve them, generate solutions, collect information, check logical consistency, select a good solution and evaluate the process by which a problem was solved.

6. Clarifying Values indicates the student's ability to identify their values and the values of others, understand how values develop and analyze the implications of decisions made by oneself or others based on those values.

Near the end of the Spring 1986 semester the committee was ready to implement the study. After several meetings through the summer the committee set September 10, 1986 as the date. All first semester freshmen (0 to 29 cumulative credit hours) were required to take the test. On September 10, 1986, under the direction of Dr. Gordon Mack, 675 students were tested. Then, on September 23, 1986 make-up sessions were arranged for those who were not tested on the 10th and 29 more students were tested. All completed test forms were then sent to ACT for coding and summary tabulation. ACT then returned a summary report and a data tape for further analysis.

The results indicate that the total ACT COMP score for the "average freshman" (0 to 29 cummulative hours) at Eastern was at the 43rd percentile when compared to national norms. On the subtests the "average ENMU freshman" compared as follows:

TEST	PERCENTILE	ENMU Mean	NATIONAL Mean
Functioning in Social Institutions	40th Percentile	56.91	59.0
Using Science	45th Percentile	57.84	59.0
Using the Arts	55th Percentile	55.92	55.1
Communicating	35th Percentile	45.67	48.7
Solving Problems	55th Percentile	70.87	70.1
Clarifying Values	45th Percentile	52.74	53.8
Total	43rd Percentile	169.69	172.4

The remainder of this report focuses on college comparisons based upon the percentile rankings of average ACT COMP subtest scores as compared to national norms. All ENMU data are for "first-time entering freshman (0 cummulative hours)". The charts in this report are in the following order:

1. College summaries.
2. Comparison of each subtest score by college.
3. Ethnic group comparisons.

Please direct all comments and questions to either Dr. Patrick Rucker (2711) or Dr. Robert Wilkinson (2467).

Definitions

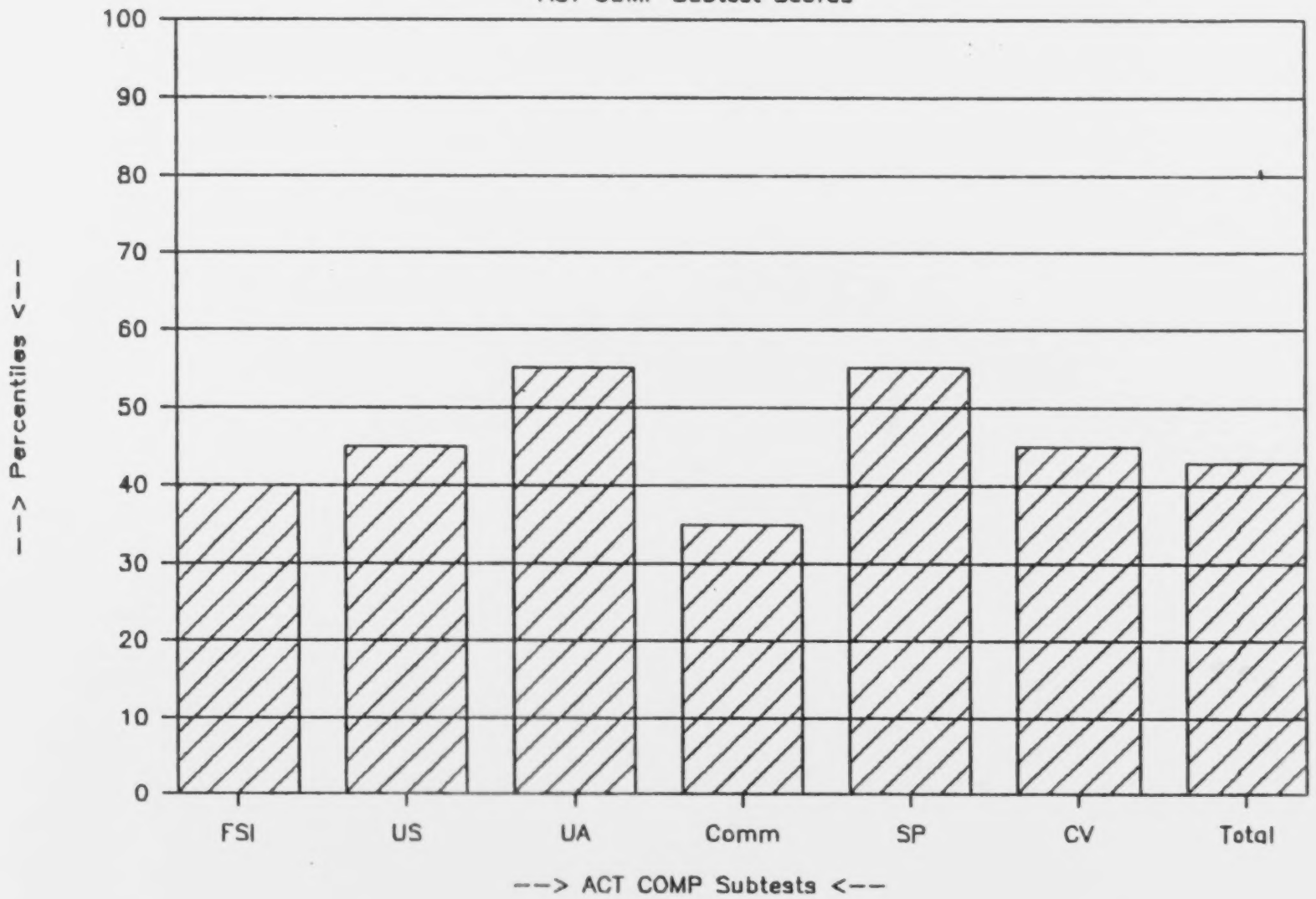
Colleges

CLAS:	College of Liberal Arts and Sciences
COB:	College of Business
CFA:	College of Fine Arts
CET:	College of Education and Technology
Adv Cnt:	Advising Center

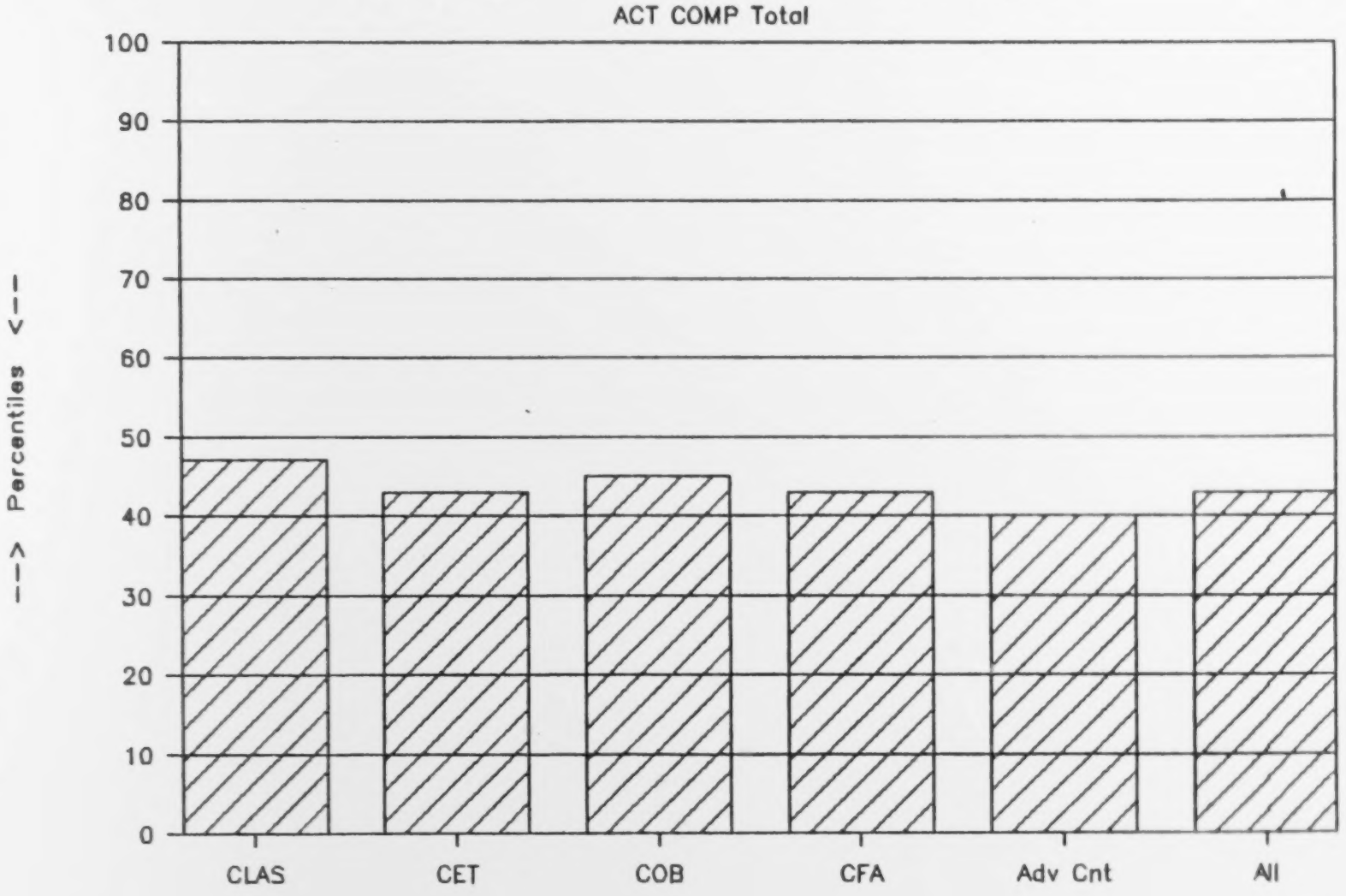
Subtests

FSI:	Functioning in Social Institutions
US:	Using Science
UA:	Using the Arts
COMM:	Communicating
SP:	Solving Problems
CV:	Clarifying Values
Total:	Total of the subtest scores

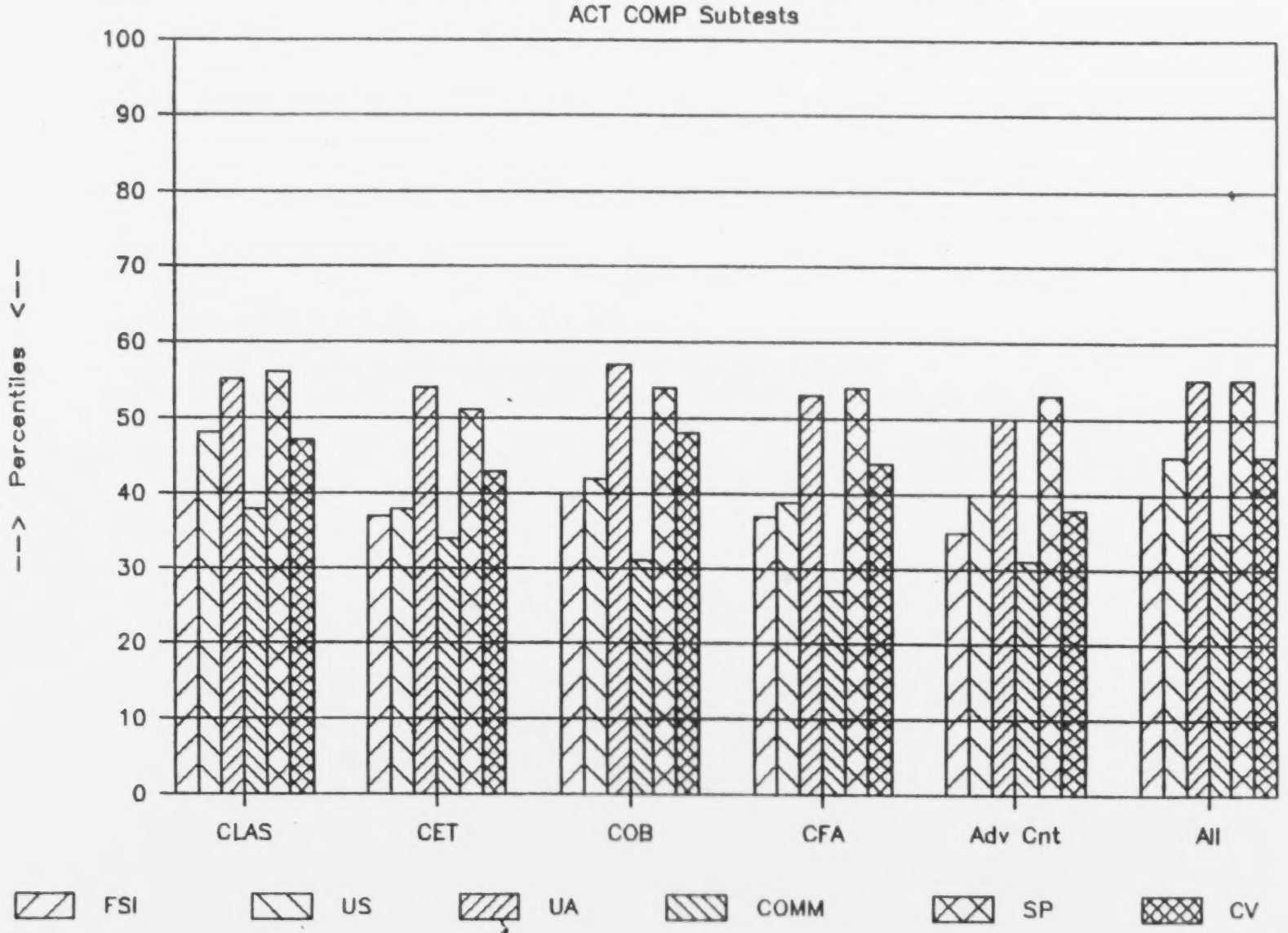
University–wide Percentile Rankings



College Percentile Rankings

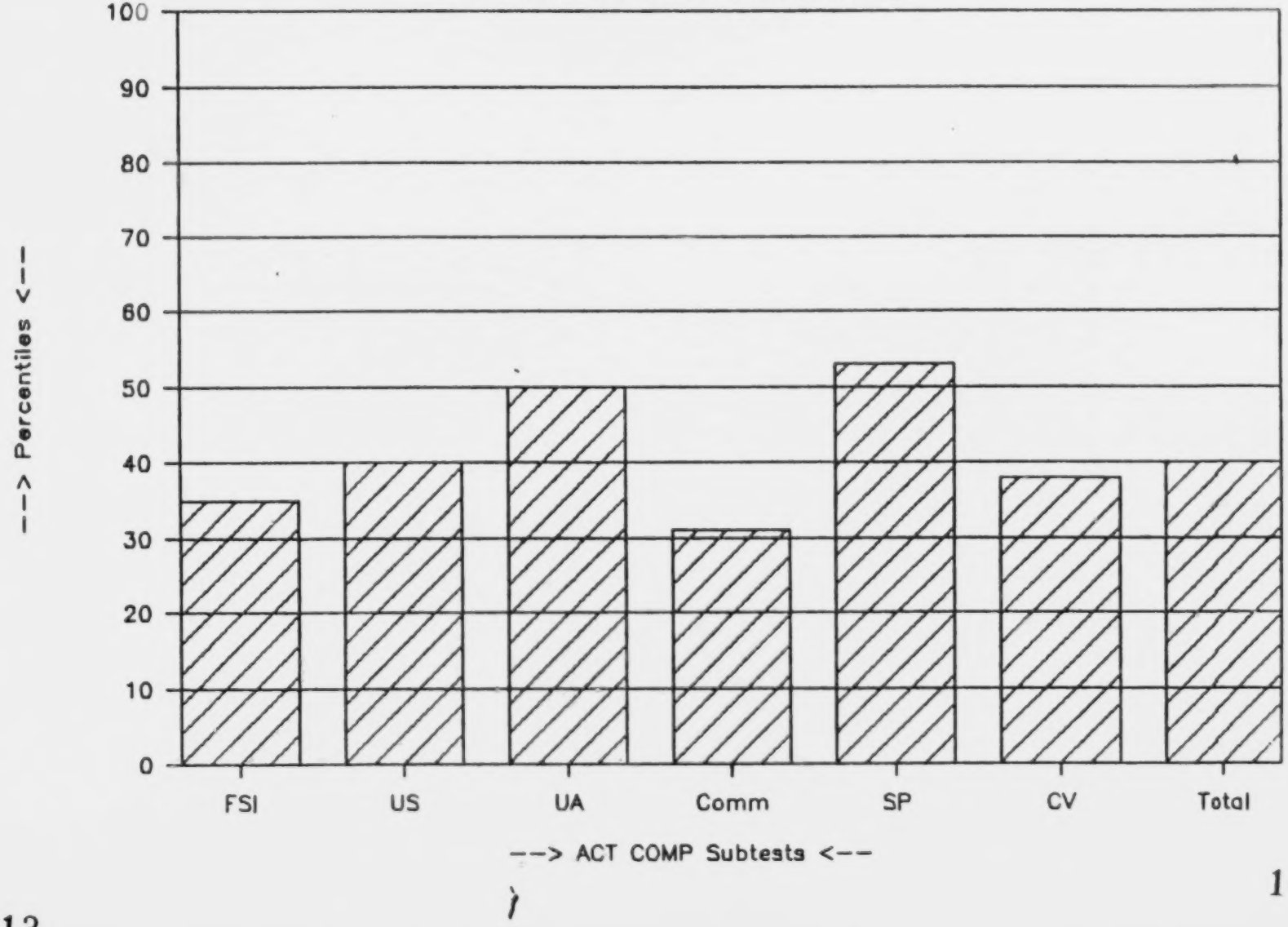


College Percentile Rankings



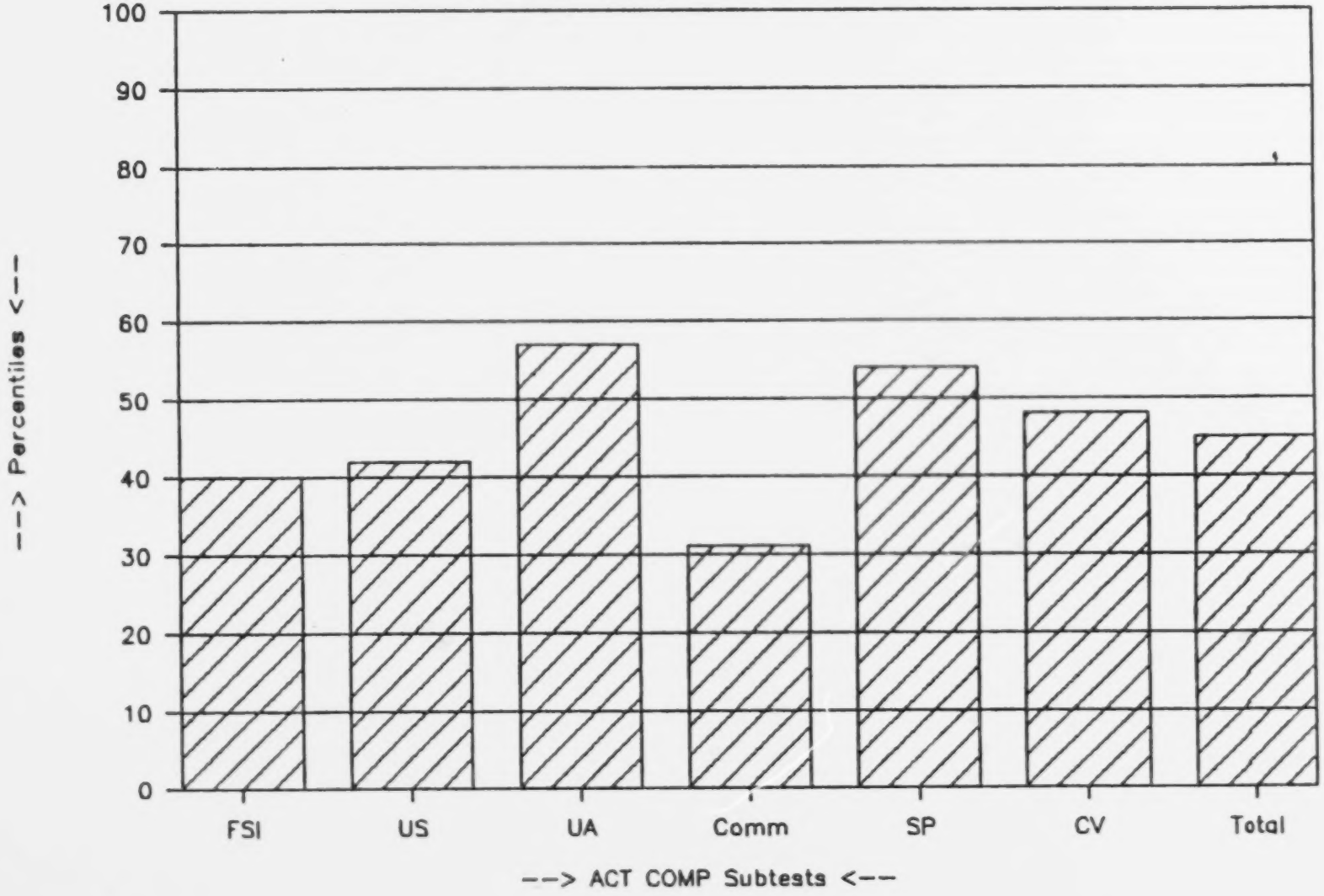
Advising Center

ACT COMP Subtest Percentile Rankings

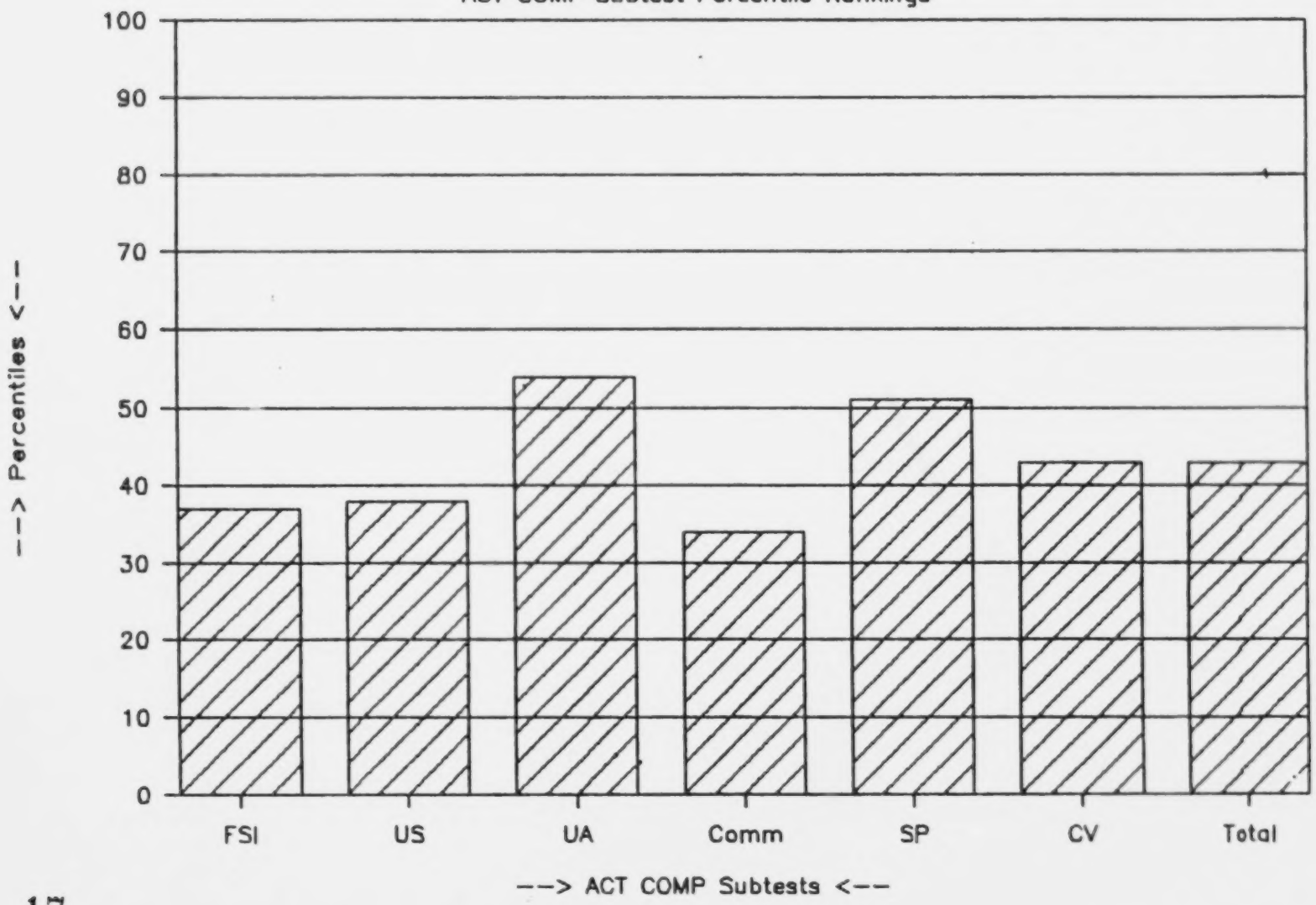


College of Business

ACT COMP Subtest Percentile Rankings

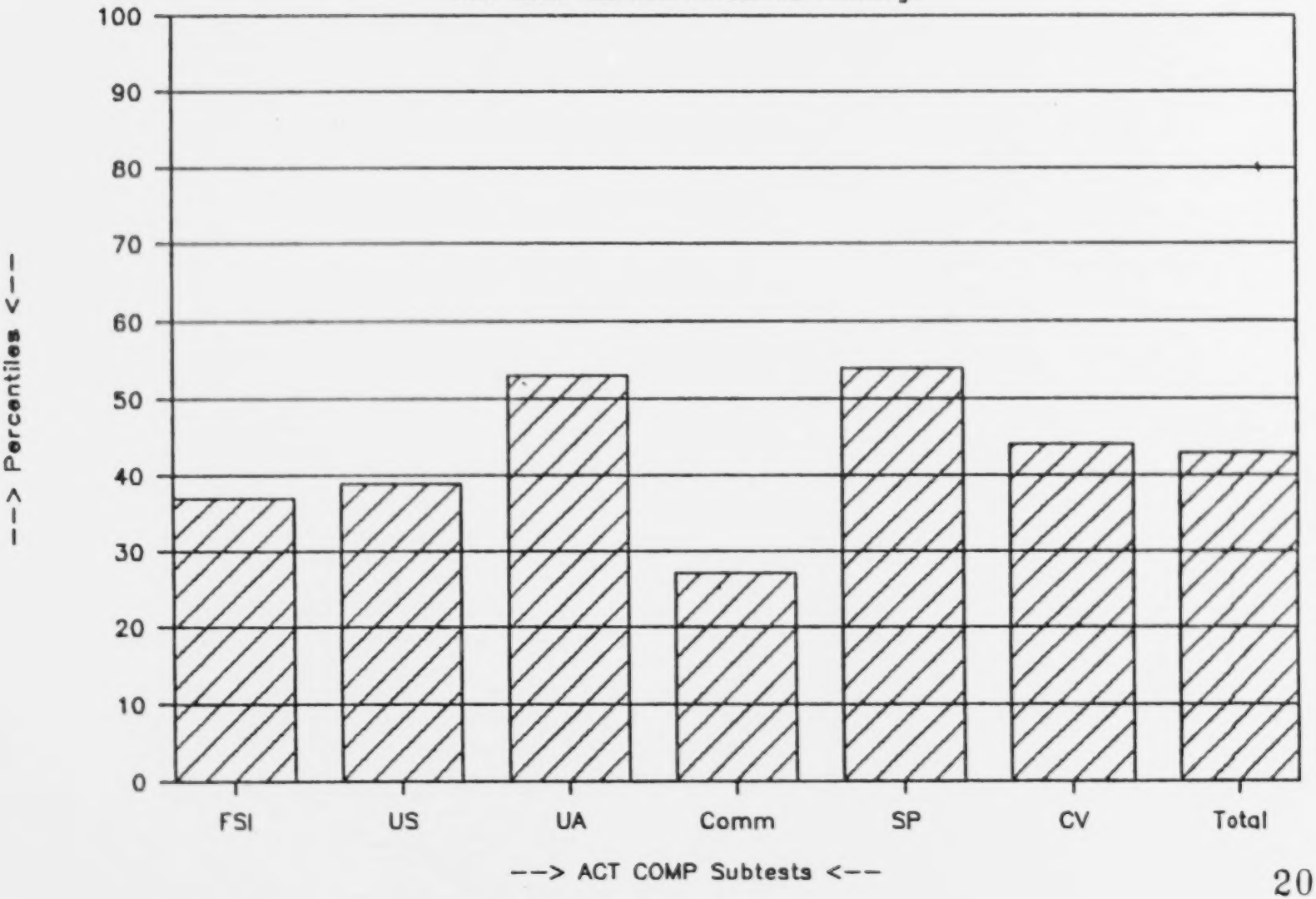


College of Education and Technology

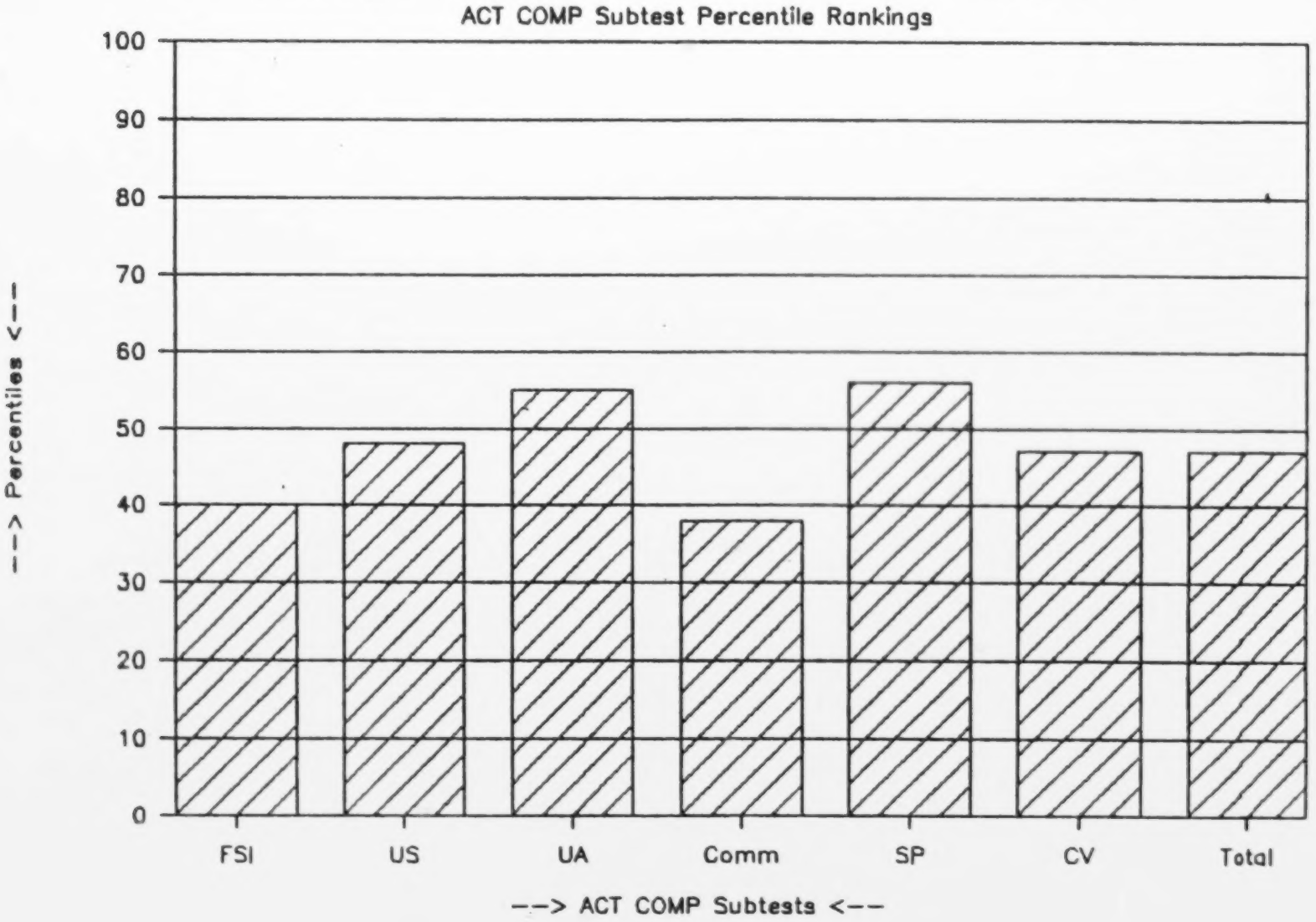


College of Fine Arts

ACT COMP Subtest Percentile Rankings

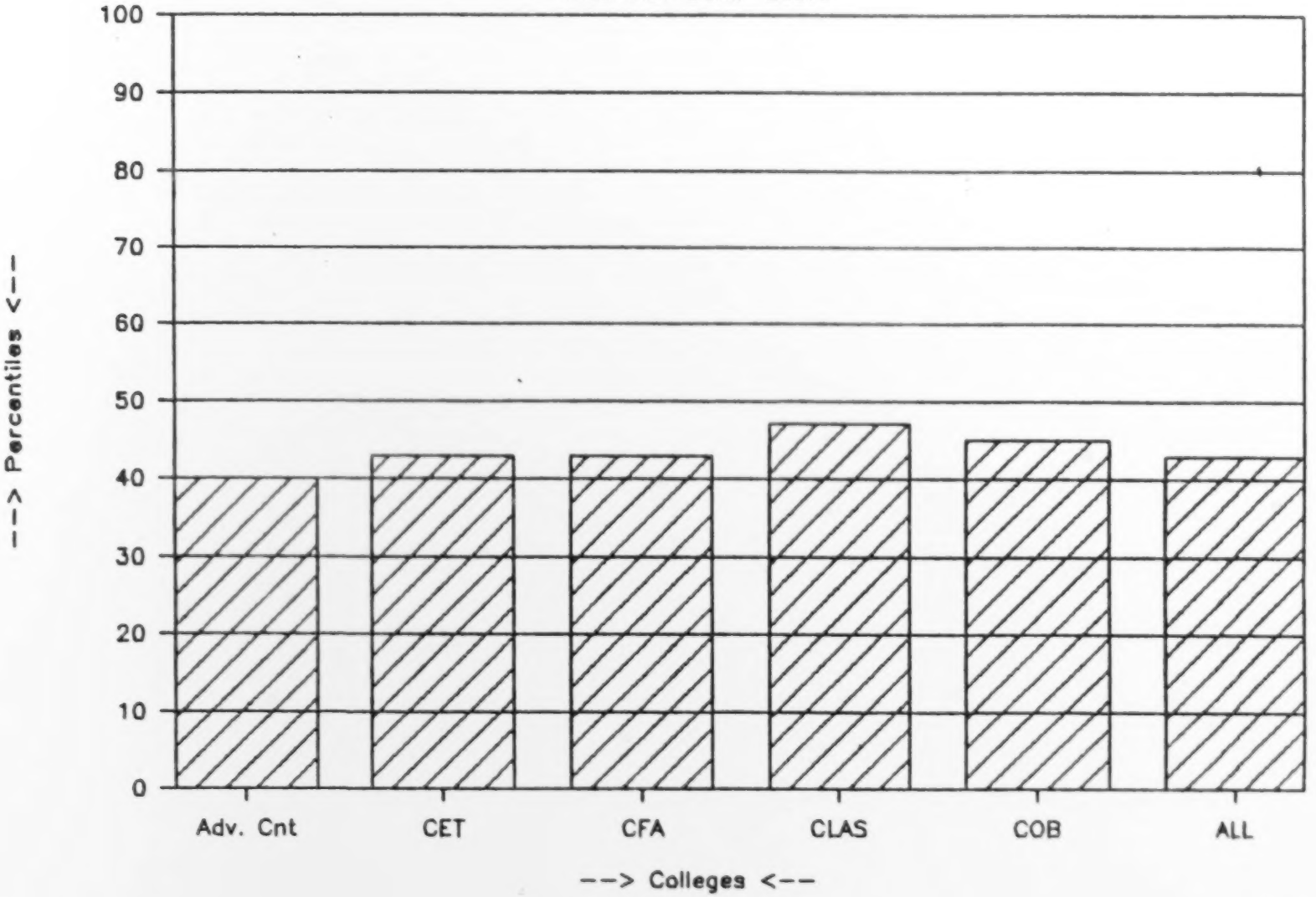


College of Liberal Arts and Sciences



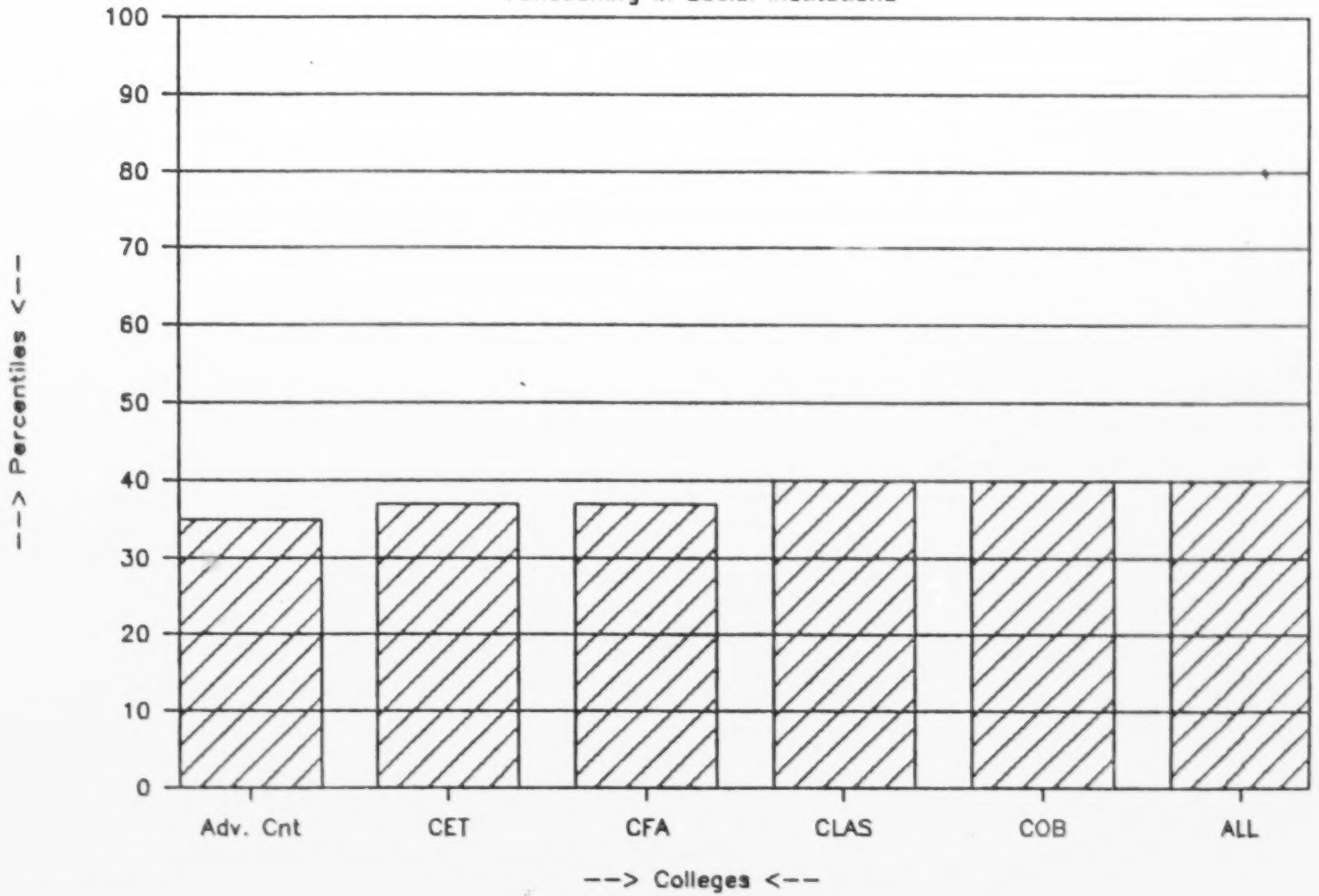
Percentile Rankings

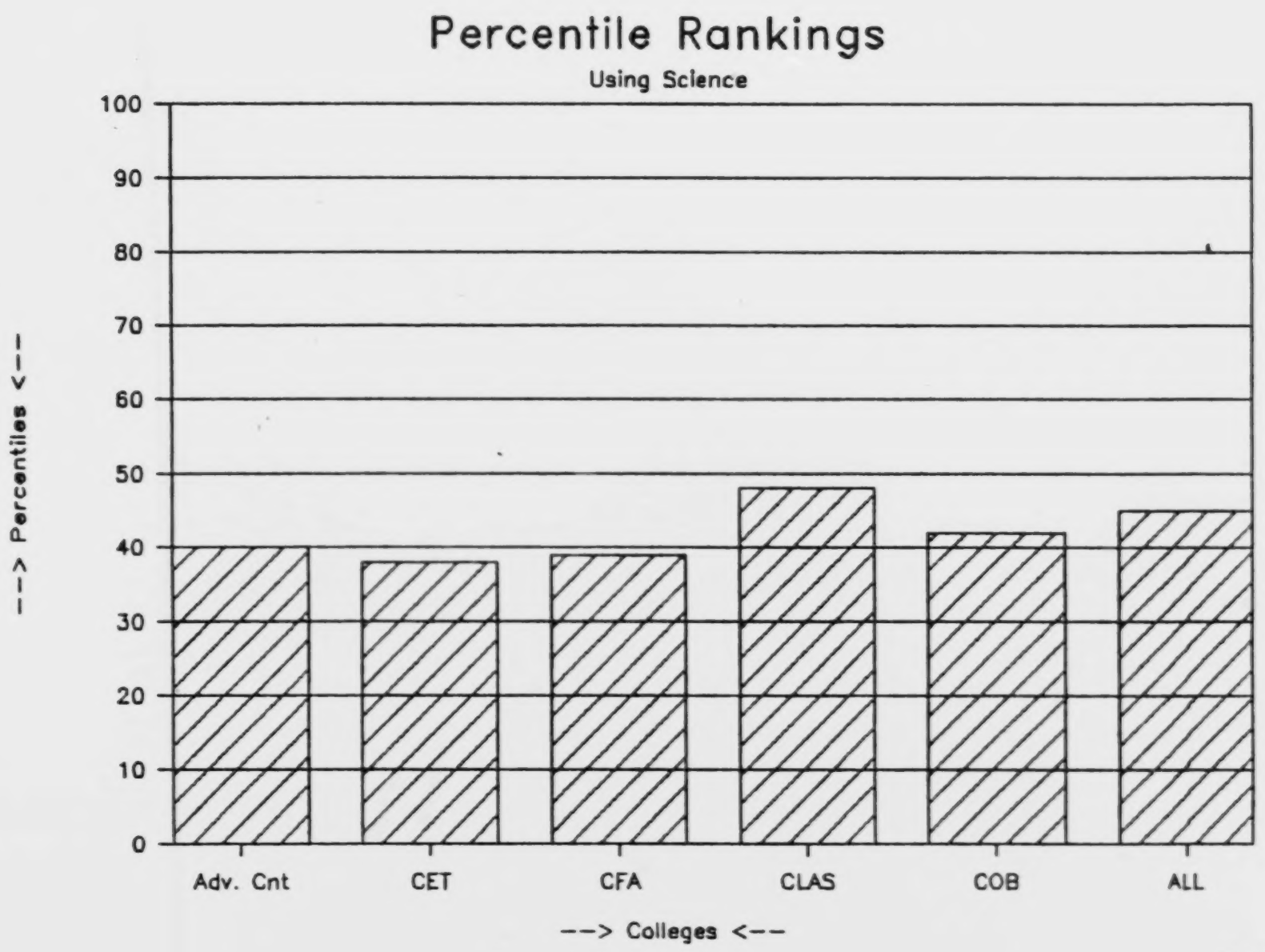
Total ACT COMP Score



Percentile Rankings

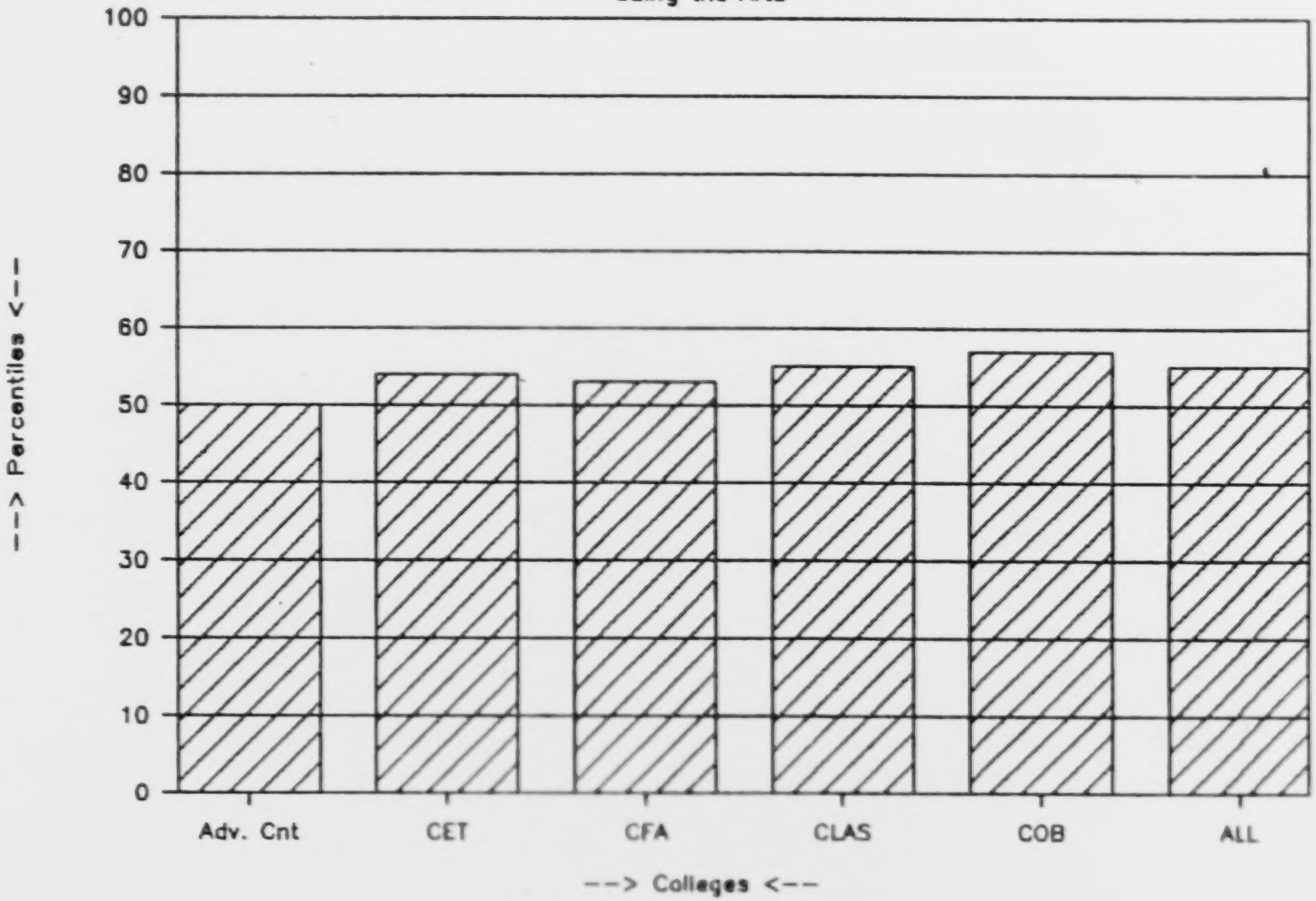
Functioning in Social Institutions



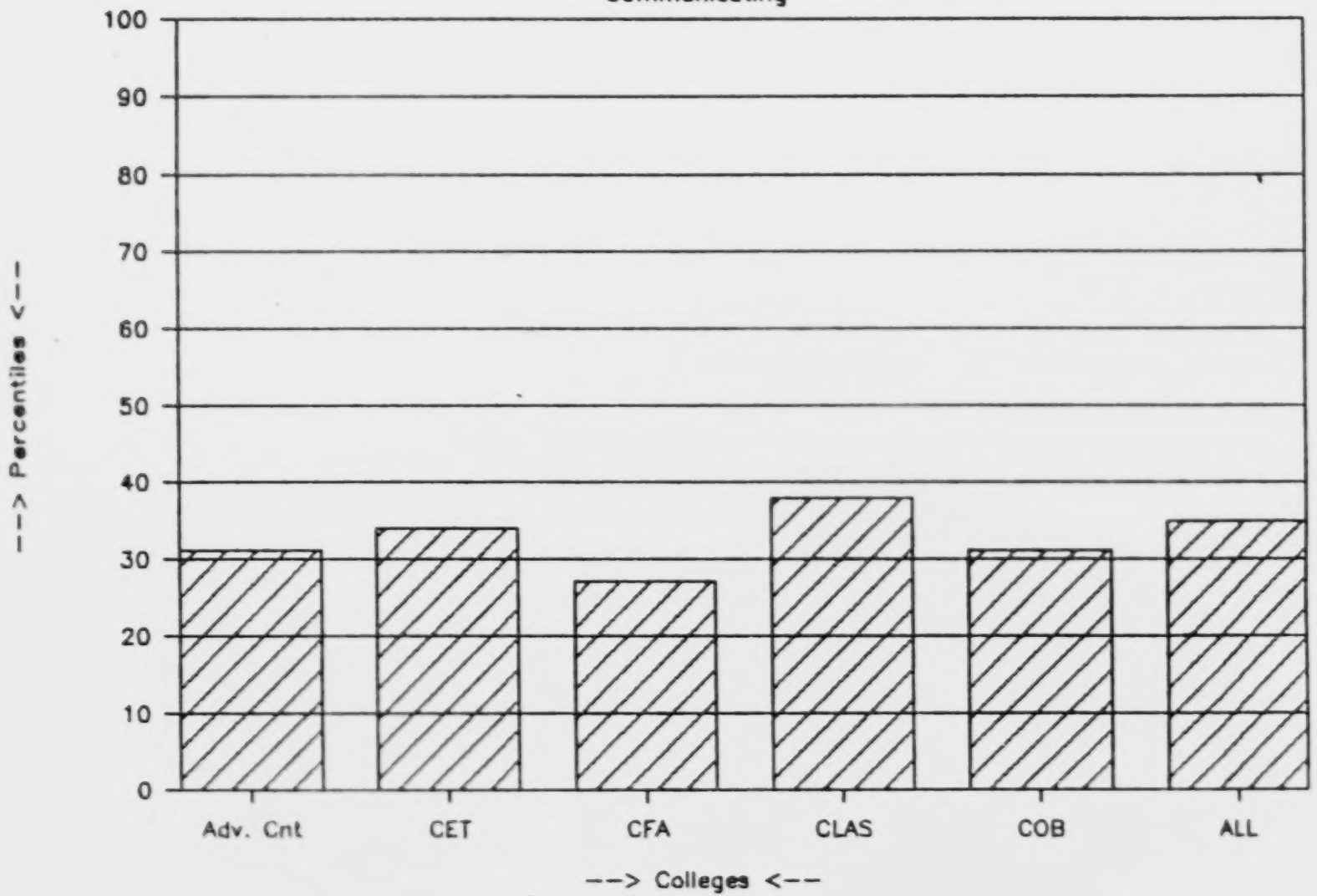

Percentile Rankings
Using Science
100
90
80
70
60
50
40
30
20
10
0
--> Percentiles <--
Adv. Cnt
CET
CFA
CLAS
COB
ALL
--> Colleges <--

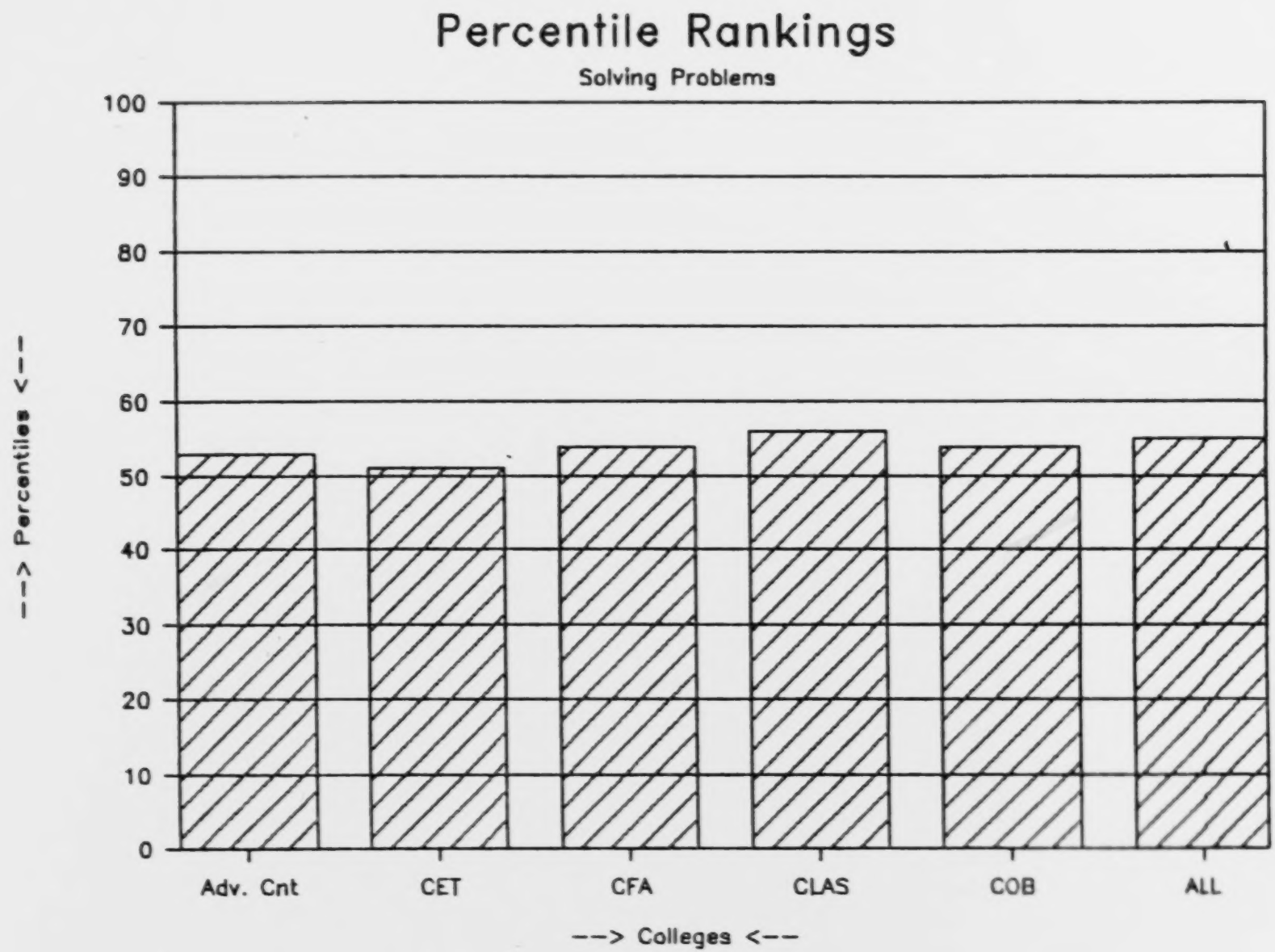
Percentile Rankings

Using the Arts



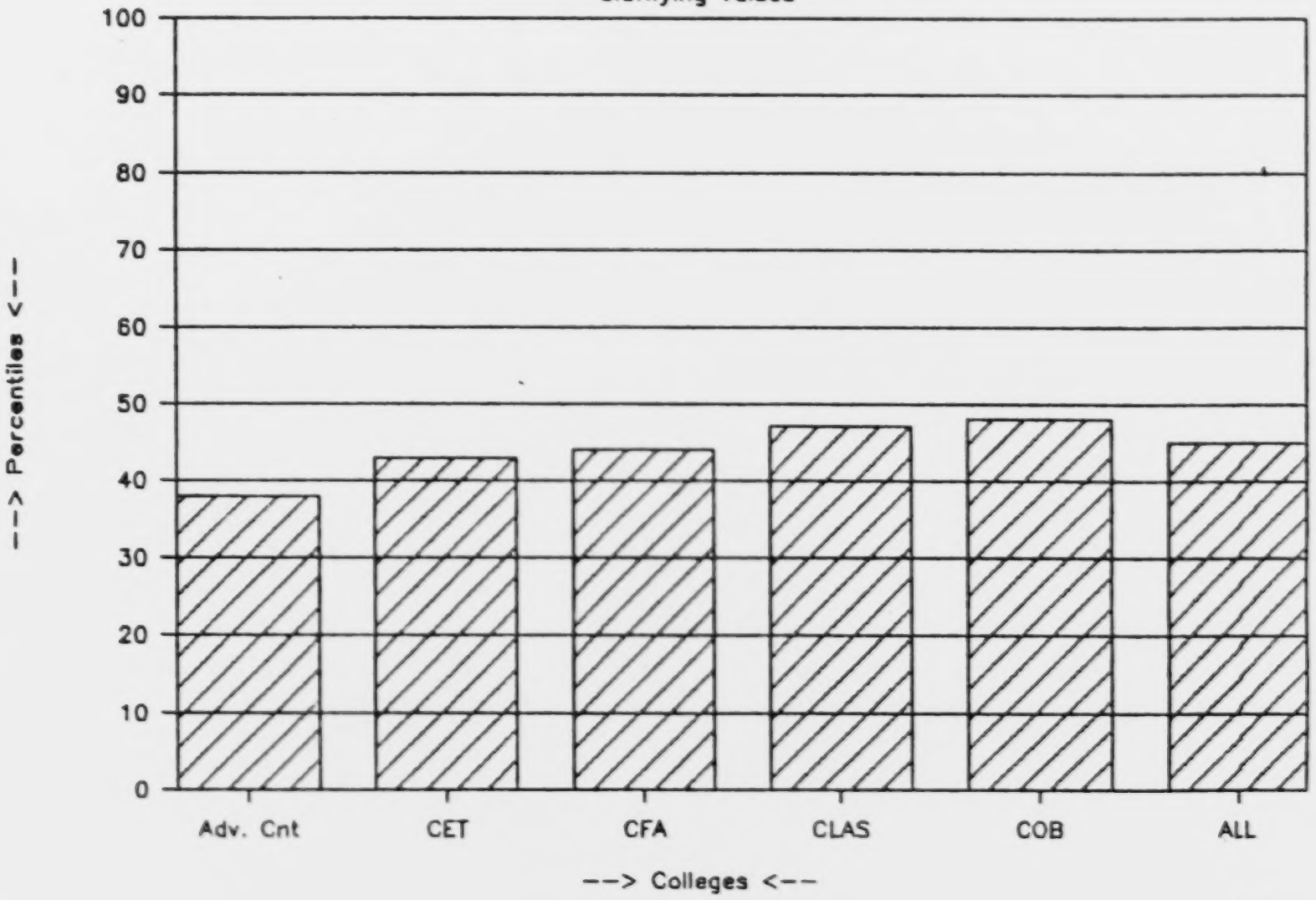
Percentile Rankings



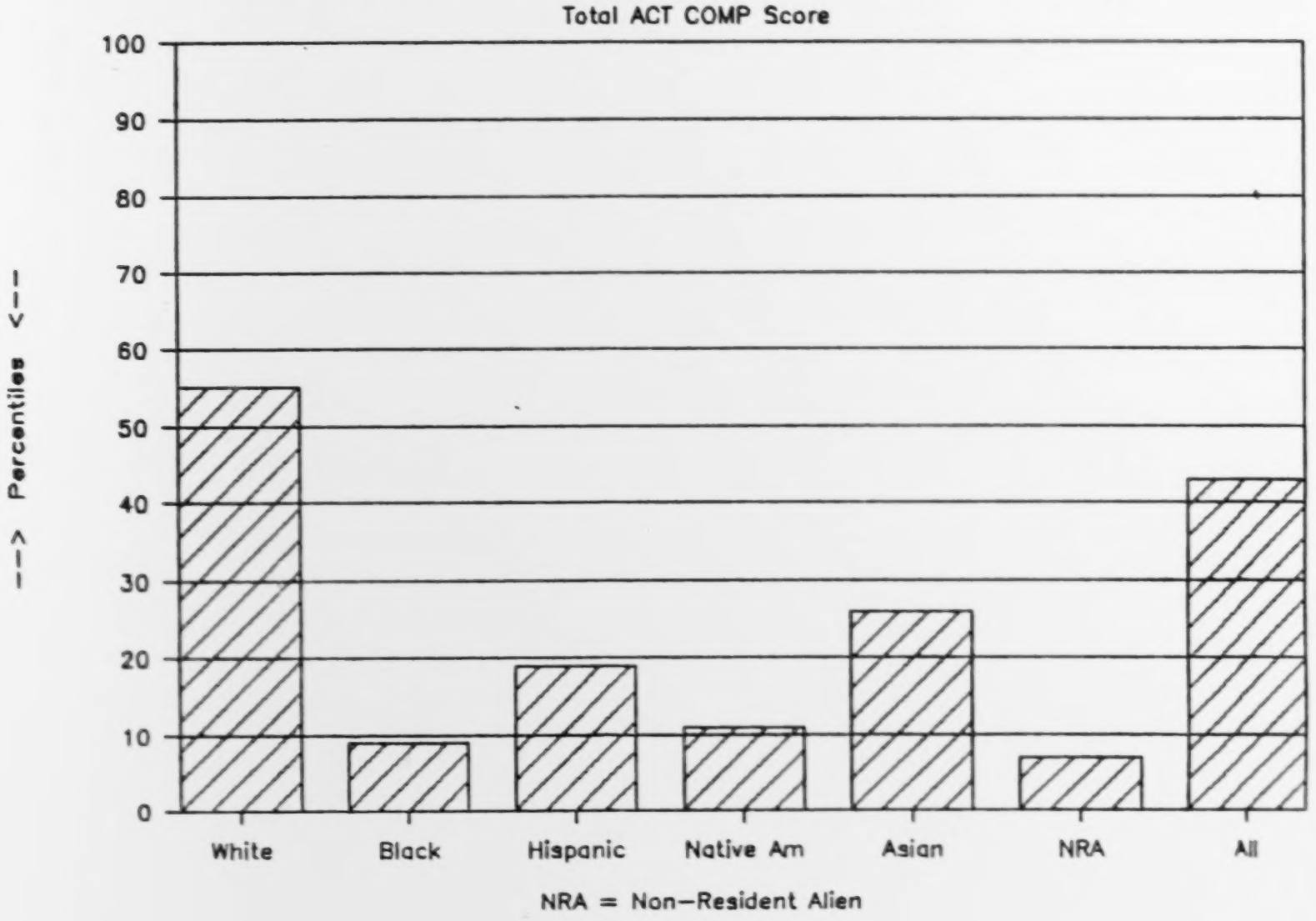

Percentile Rankings
Solving Problems
100
90
80
70
60
50
40
30
20
10
0
--> Percentiles <--
Adv. Cnt
CET
CFA
CLAS
COB
ALL
--> Colleges <--

Percentile Rankings

Clarifying Values



Percentile Rankings of Ethnic Groups



Percentile Rankings of Ethnic Groups

ACT COMP Subtests